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ABSTRACT

Providing elementary school teachers with materials to enhance student awareness of black heritage is the goal of this unit. Each of the 10 lessons includes objectives, materials, and procedures as well as supplementary materials that may be duplicated for student use. The land and people of Africa are studied in lessons one through three. Games, folktales, and songs are used in lesson four to study African culture. Children simulate a safari to learn the different countries of Africa. Lesson five explores the journey of blacks from slavery to freedom. Black contributions to U.S. society in politics, science and industry, art, athletics, scholarship, and political activism are emphasized in lesson six. Soul food, folk heroes, games, and songs are provided in lessons 8 through 10 to further understanding of black American culture. (SM)

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INTRODUCTION

The purpose of this unit is to provide elementary teachers with practical and usable materials for the study of Black History. The unit represents the work of a team of classroom teachers who developed the activities to sensitize their students to the cultural heritage of Black Americans.

Each lesson includes objectives, materials, and procedures, as well as supplementary materials which may be duplicated for student use.

LESSON 1: AFRICA IN THE WORLD

Objectives:

1. Students will identify the seven continents of the world.

2. Students will identify the four oceans of the world.

Materials:

Transparency of world map
Place marker (centicube or coin)
Student copies of world map

Procedure:

1. Introduce the lesson by projecting the transparency of the world. Identify the list of the seven continents and ask student volunteers to read the names aloud.

2. Place a coin or centicube on one of the continents. Have students identify the name of the continent. Continue in sequence until all continents have been named and labeled on the transparency.

3. Discuss with students the definition of the word "continent." A continent is a part of the earth's surface that forms one of the great dry-land masses of the world. It usually has one or more mountain ranges and extensive plains or plateaus and is usually surrounded or partially surrounded by water.

4. Identify and list four major oceans and ask student volunteers to read the names aloud.

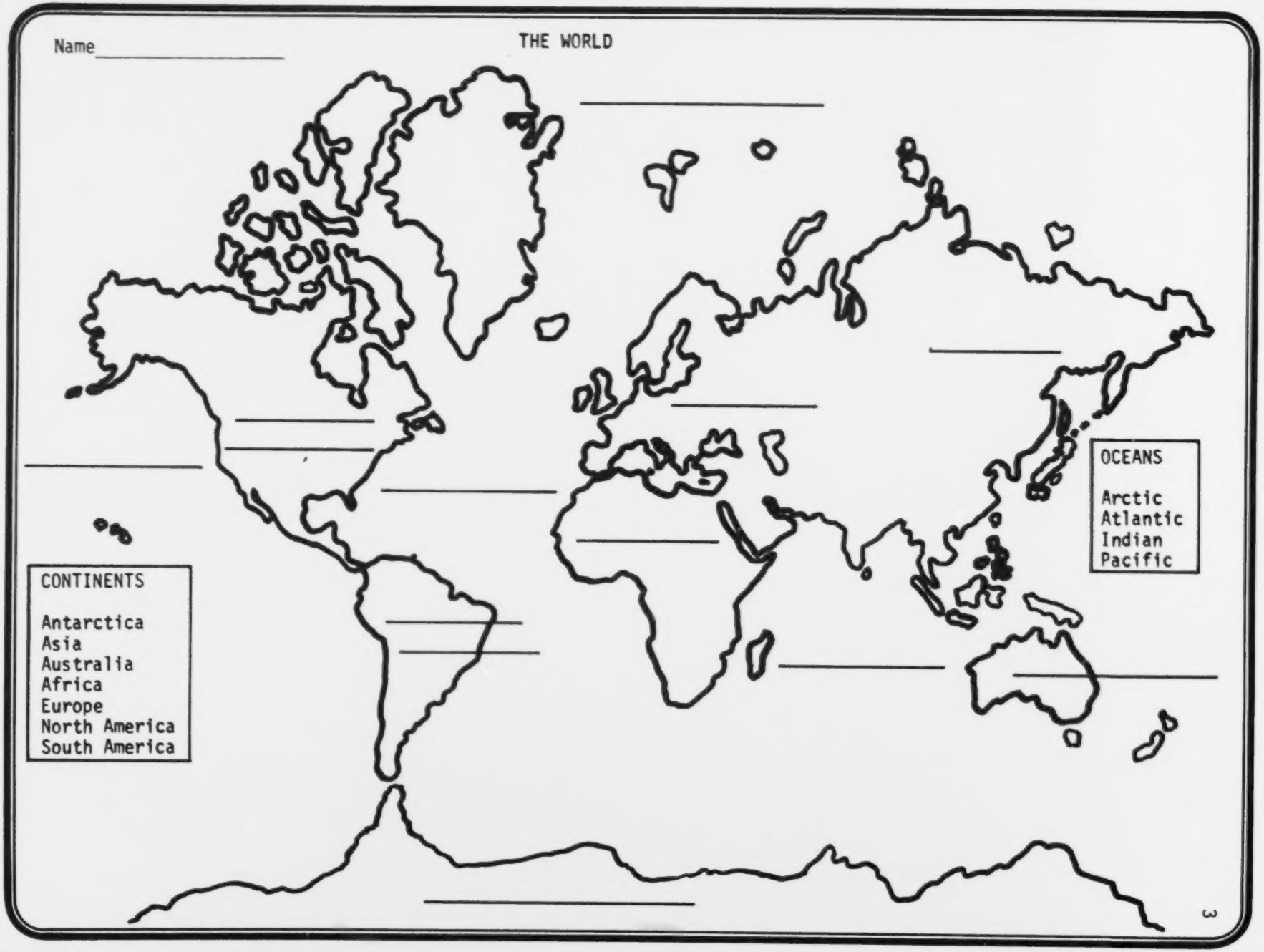
5. Place a coin or centicube on one of the four oceans. Have students identify the name of the ocean. Continue in sequence until all oceans have been named and labeled on the transparency.

6. Distribute student copies of the world map. Have students label each continent and ocean by observing the transparency of the world.

7. Discuss the fact that subsequent lessons will focus on one specific continent--Africa. Lessons on natural features, countries, peoples and culture will be included.

Name_____

THE WORLD



LESSON 2: AFRICA'S NATURAL VEGETATION

Objectives:

1. Students will compare and contrast the natural features of Africa and North America.

2. Students will recognize the major land regions of Africa.

Materials:

Classroom topographical map of North America

Classroom topographical map of Africa

Student copies of land regions map of Africa

Procedure:

1. Focus students' attention on the classroom map of North America. Discuss the types of climates, natural features common to North America, as well as the major bodies of water surrounding the continent.

2. Use this discussion to introduce Africa's natural features. Have students observe the topographic features of Africa by looking at the classroom map. Discuss the natural features of Africa by identifying the four major land regions of Africa.

   Deserts: Located in northern and south central Africa, these regions are dry and hot with very little rain.

   Grasslands: Located in central and south Africa, these regions have scattered trees and bushes among great tracts of grassland. Many of Africa's most exotic and beautiful animals inhabit these lands.

   Forests: Located in northern and southeastern Africa, these regions are composed of a dense and tangled mangrove swamp.

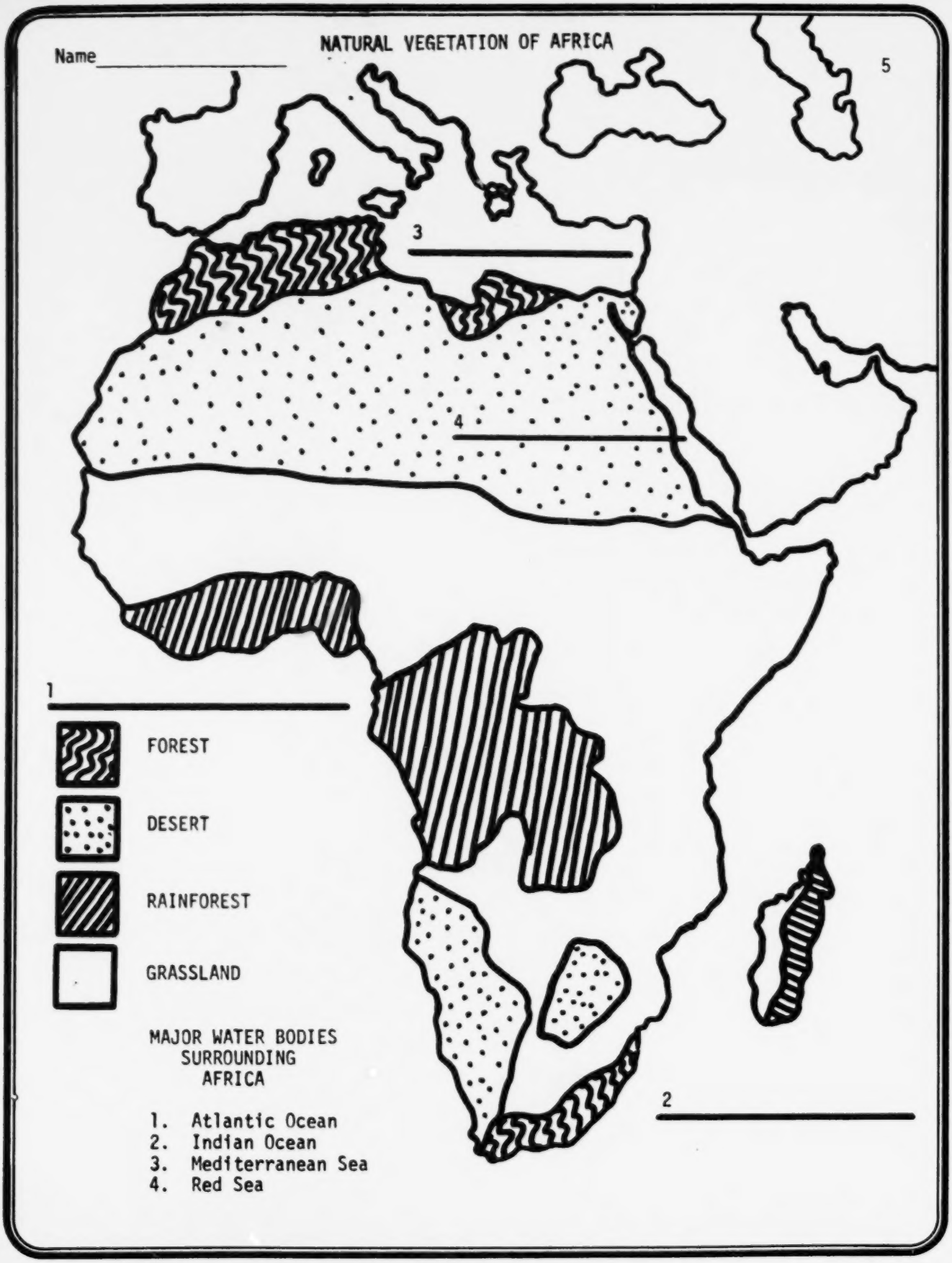
   Rain Forests: Located in central Africa and Madagascar, these regions are tropical woodlands with many broadleaf evergreens. The floors of the forest tend to be fairly open and clear.

3. Distribute copies of the student maps of Africa. Have students label the major bodies of water, color-code the land regions key and color the map to correspond to the key.

4. Provide encyclopedias and other resource books for students to research the types of animals living in each region of Africa.

Name_____

NATURAL VEGETATION OF AFRICA



LESSON 3: AFRICA'S PEOPLE

Objectives:

1. Students will recognize that the African population is comprised of many racial groups.

2. Students will identify the major groups of people which inhabit Africa.

Materials:

Transparency: Major Groups of African People

Student copies of Major Groups of African People

Procedure:

1. Introduce the lesson by asking students to identify how members in the class are alike and how they are different. Suggestions might include height, hair color, nationality, race, sex, etc.

2. Generalize this concept to the United States and discuss how America is made up of many different groups with distinct languages and cultural features.

3. Use this discussion to introduce the various people of Africa. Display the transparency "Major Groups of African People" and identify the locations where these groups predominate. Color-code the transparency while discussing each group.

   The following generalizations may be helpful in discussing Africa's varied people:

   a. The idea of racial classification is controversial and varies greatly from scientist to scientist. In general, northern Africa is inhabited by the European geographical group (caucasians) of Arab descent. Central Africa is inhabited by the African geographical groups (negroid). Most Black Americans are descendants of these people. Eastern Madagascar is inhabited by the Asian geographical group (Mongoloid). Many groups of African, Asian, and European descent live in southern Africa.

   b. Most African peoples have intermarried with their neighbors over the centuries and there have been resulting variations in physical characteristics within groups.

   c. Immigrants from Arabia and other parts of southwest Asia have settled in northern Africa at different times in history. They brought with them their language, religion, and customs.

LESSON 3: AFRICA'S PEOPLE (continued)

Though group distinctives may be identified within these northern African people, they have assimilated many features of neighboring cultures and have adapted their lifestyles to the natural surroundings. Many scientists identify these people as belonging to the European or caucasoid group.

d. During the eighteenth and nineteenth centuries, other Europeans settled in extreme northern and southern Africa. They built homes and developed businesses. Today the largest concentration of Europeans is in South Africa.

e. During the eighteenth and nineteenth centuries, Asians from India and Pakistan located in eastern and southern Africa. Today descendants of these immigrants still reside in these areas along with a variety of other groups.

4. Distribute copies of student sheets, "Major Groups of African People." Allow time for students to color-code their map keys and color the map regions using the transparency as a model.

5. A possible enrichment activity might include having students identify a particular cultural group and investigate their major characteristics, such as food, clothing, shelter, language, and religion.

References:

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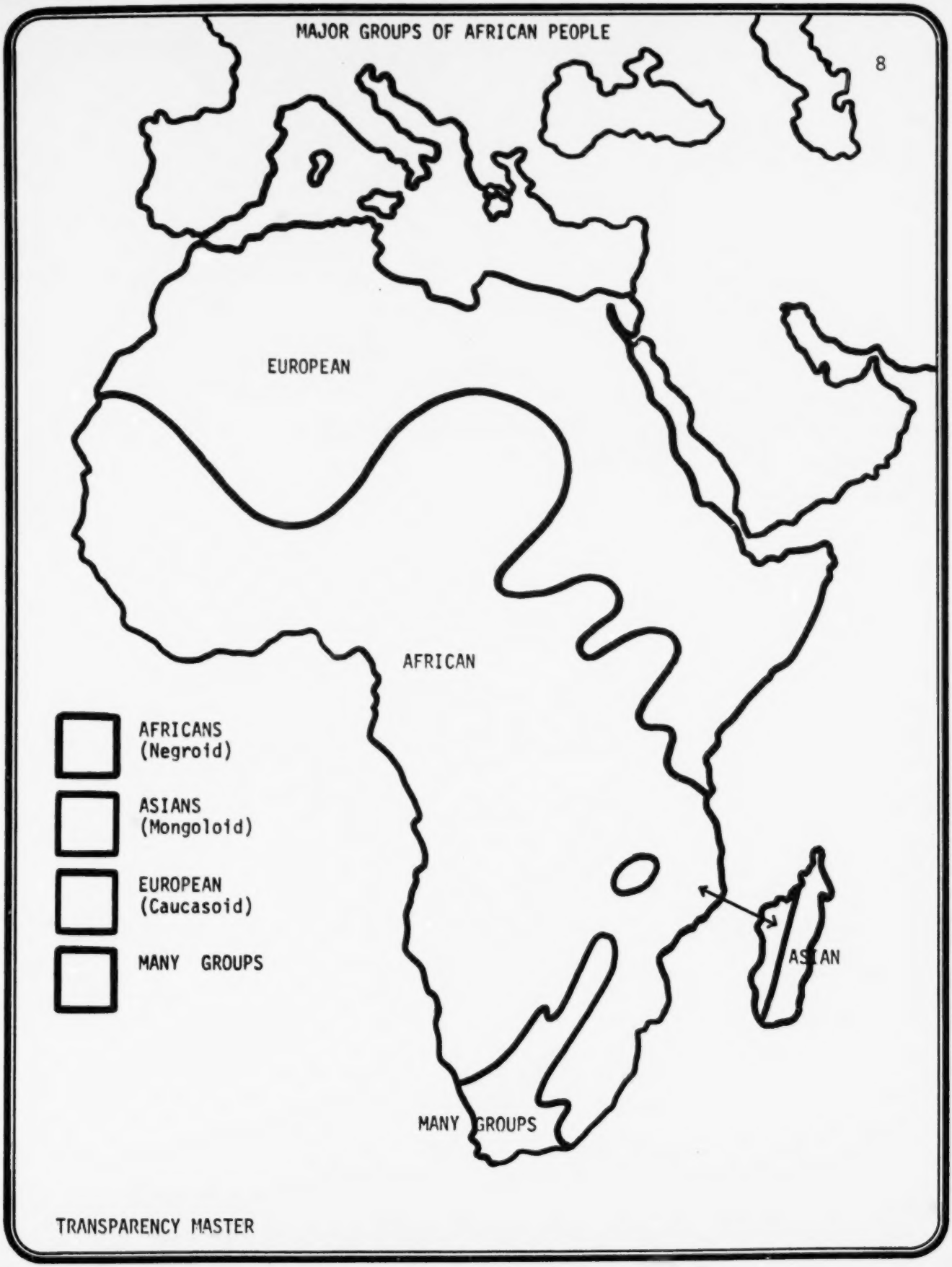
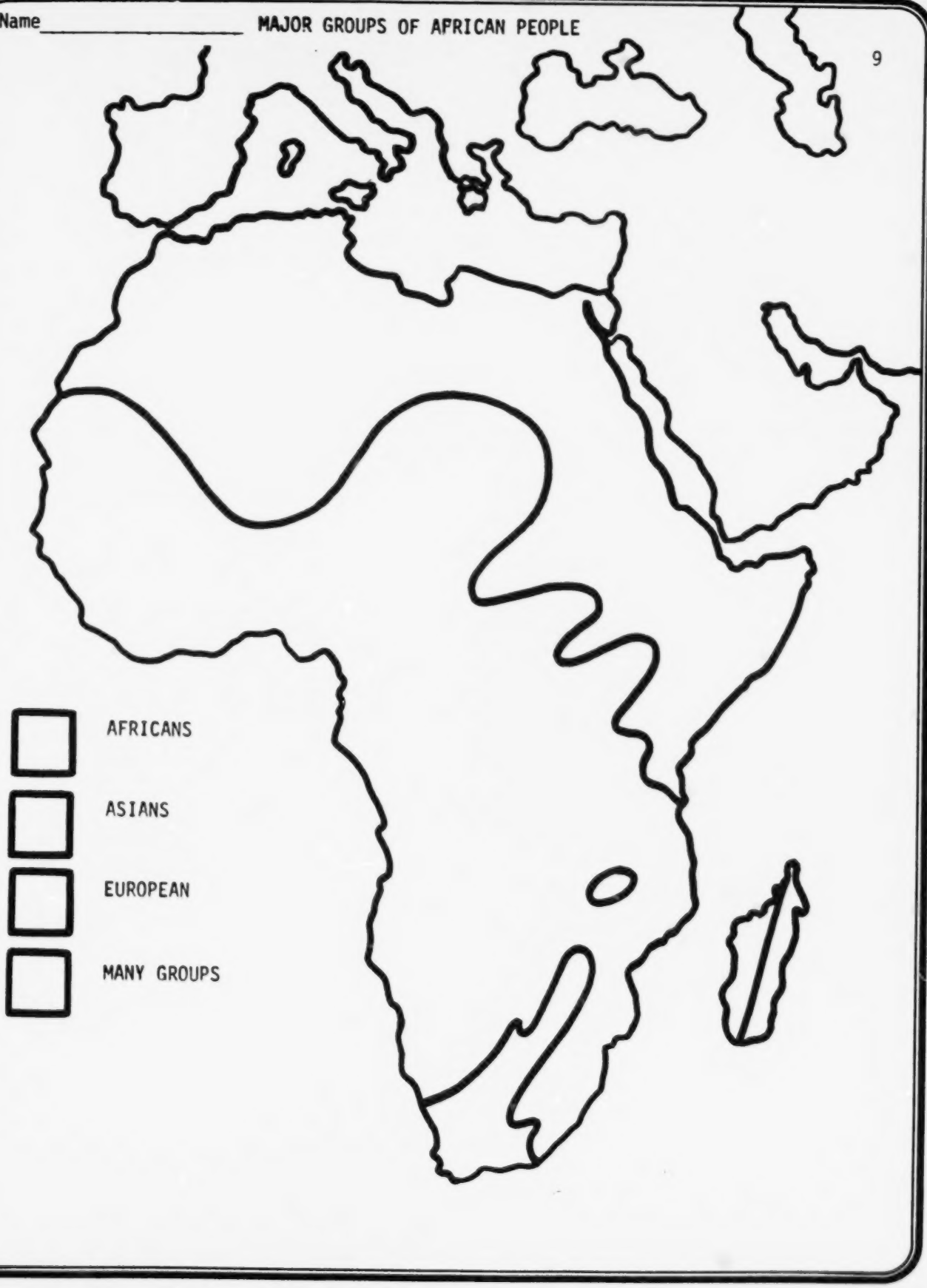
National Geographic Ethnolinguistic Map of the People of Africa. Supplement to National Geographic, Vol. 140, No. 6, December 1971, p. 737A.

Allen, William. Africa. Michigan: Fideler Co., 1974.


MAJOR GROUPS OF AFRICAN PEOPLE
8
EUROPEAN
AFRICAN
AFRICANS
(Negroid)
ASIANS
(Mongoloid)
EUROPEAN
(Caucasoid)
MANY GROUPS
ASIAN
MANY GROUPS
TRANSPARENCY MASTER

Name_____ MAJOR GROUPS OF AFRICAN PEOPLE

9



LESSON 4: AFRICAN CULTURE

Objective:

The following four activities are designed to provide students with hands-on experiences representing significant aspects of Africa's varying culture. Folk tales, games, masks, and music are just a few media by which traditions and values have been both communicated and preserved.

These lessons may be taught as individual experiences or may be set up as independent learning centers.

Folk Tales: "Two Ways to Count to Ten"

Materials:

A copy of the story "Two Ways to Count to Ten," taken from Frances Carpenter's African Wonder Tales (Doubleday & Company. 1963, pp. 47-52)

Student copies of animal characters

Magnetic tape or flannel

Procedure:

1. Introduce the lesson by talking about traditional American folk tales the students know and enjoy. Relate this discussion to the fact that other cultures have traditional tales as well.

2. Read the story "Two Ways to Count to Ten" or use the following story (retold by Janet McClain) as a guide.

Long ago the leopard was King. All the animals obeyed him because he was powerful and wise. One day King Leopard spoke to his daughter. "I must find someone clever to rule when I am gone. He must be the most clever animal in the jungle."

So King Leopard prepared a great feast for all the animals and invited them to come. After the animals had danced and had plenty to eat, King Leopard called all the animals together and had them sit in a circle. In a loud voice he said, "Some day another king must rule in my place. Today I will choose someone to be named Prince. He will marry my daughter and share all my wealth. When I die, he shall be your new king."

The animals shouted with excitement as the King went on to explain how he would choose the prince. King Leopard took his spear and threw it into the air. "This is the test," King Leopard said loudly. "Those who want to be prince must throw my spear into the sky and count to ten before it drops to the ground."

LESSON 4: AFRICAN CULTURE (continued)

The animals thought this would be easy to do. The first to try was Elephant. "This is easy," he trumpeted. Elephant took the spear into his trunk and threw it toward the sky. "One! Two! Three!" he said slowly. But before he could say "Four!" the spear hit the ground.

Next came Bush Ox, boasting that he could throw the spear to the sun. Bush Ox picked up the spear and flung it far above his horns. "One! Two! Three! Four!" he said quickly. But he was also too slow. The spear hit the ground before he could say "Five!"

Chimpanzee was next to try. He jumped up and down, beating his chest. In one hairy hand he held the spear. "One-two-three-four-five-six-seven!" he chattered. He spoke so quickly, but he could not say "Eight!" before the spear dropped.

One after the other, the animals tried their best to throw the spear and count to ten before it dropped. King Leopard grew sad as he watched each animal fail. It looked as though no one was able to pass the test.

"May I try to throw your spear, O Mighty King Leopard?" The animals turned to see who spoke so softly. "I would like to marry your beautiful daughter," said Antelope. The animals laughed, but King Leopard made them sit quietly. Antelope pranced before the King and his daughter. Then Antelope picked up the spear and quickly flung it into the air. Before it fell to the ground, Antelope yelled out two words, "Five! Ten!"

"I have counted to ten, King Leopard!" King Leopard laughed. "Yes, you have counted to ten, Antelope. Everyone knows there are two ways to count to ten. You can count to ten by fives as well as by one." Then King Leopard announced, "Antelope won the test!"

The other animals stood around the circle surprised. But they all knew that Antelope was the most clever animal in all the jungle. At the wedding feast all the animals cheered Antelope, their future king.

3. Provide students with copies of the animal characters. Have them color and cut out the characters.

4. Divide students into partnerships and provide them opportunities to tell the story to each other. If magnetic tape is put on the back, students can use the side of a file cabinet or other metal surfaces as a storyboard.

LESSON 4: AFRICAN CULTURE (continued)

Games: Awele
(or Mankula, Oware, Ohoro, Ayo, Wari-Wari)

Materials:

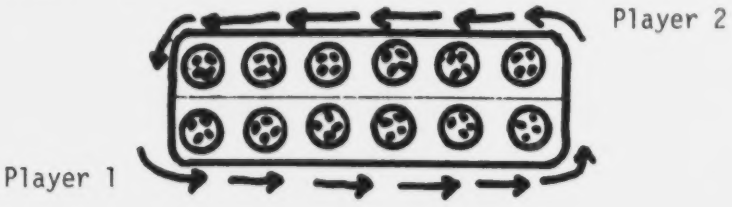
One egg carton per pair of students

24 beans per student

There are many variations of this game. It is commonly played with a long piece of carved wood having two rows of six cups like an egg carton. The following directions outline one way to play the game.

1. Two players sit opposite one another and use the egg carton that has two rows of six cups. Each player picks a side to play on. That will be his/her home side.

   Now place four beans in each cup of your home side. It should look something like this:



2. Decide who will move first. Moving to the right, the first player drops one bean into the cup that he just picked up from and one bean into each of the next three cups. After the first turn, the player does not drop a bean into the cup he picks up from. He drops one bean into each of the cups ahead. (If he picks up six beans, he drops one bean into each of the six cups ahead.)

3. The second player does the same thing on his home side. A player may move ahead to the other player's home side after his first move.

4. The players continue to take turns picking up and dropping one bean into each cup until one of the players makes a house. A house is having only two beans in the same cup. The player then takes away all the beans in the cup behind the house. Keep the beans you pick up in the lid of the egg carton.

5. The players keep moving until one player loses all the beans on his/her home side of the board. The player with the most beans wins.

LESSON 4: AFRICAN CULTURE (continued)

Masks

Materials:

Student copies of mask patterns (copy on heavy paper)

Reference books on African art

Procedure:

1. Introduce this experience by discussing the importance of masks to many African groups. Masks were used by tribes in many ceremonies. Some were made of wood and others of ivory. They were often worn as parts of costumes for ceremonical dancing.

2. If African art books are available, provide opportunities for students to observe typical motifs and patterns characteristic of African art.

3. Distribute copies of the mask patterns. Allow time for students to decorate and assemble the masks. Display them on an African Mask bulletin board.

Music

Materials:

1 round cylinder (oatmeal box or juice can) per student

1 piece of muslin per child (12" x 12")

Masking tape

Diluted white glue or Mod Podge sealer

Construction paper

Crayons or markers

Procedure:

1. Introduce the lesson by discussing the importance of music to traditional African cultures. Music has been used to accompany and communicate messages, legends, tales, and morals. Music has traditionally been used with ceremonies, festivities, and celebrations.

LESSON 4: AFRICAN CULTURE (continued)

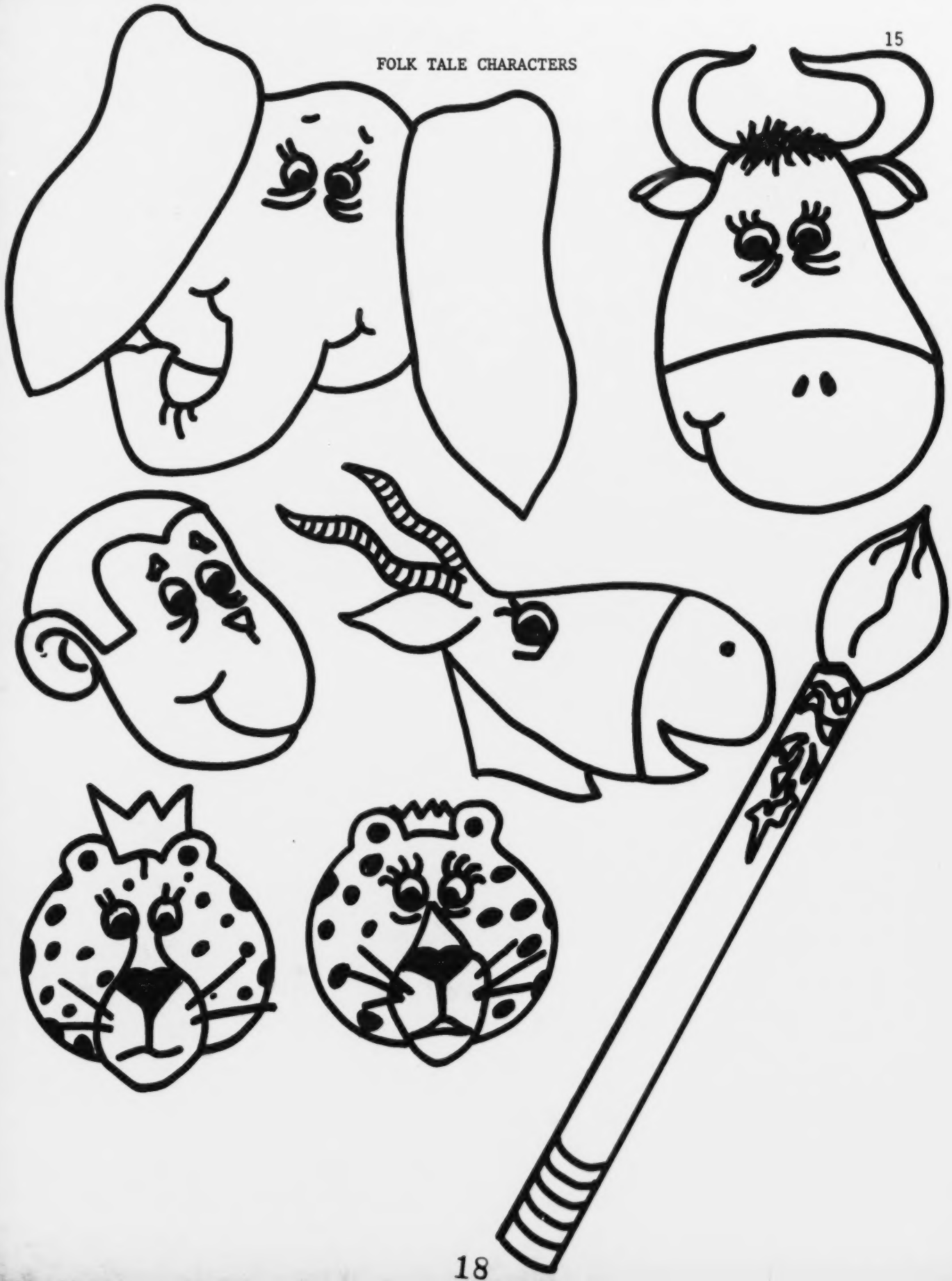
Africans have created many different types of instruments from their immediate surroundings. One of these instruments is the drum. Often made of wood and covered with skins, the drum was used on many occasions.

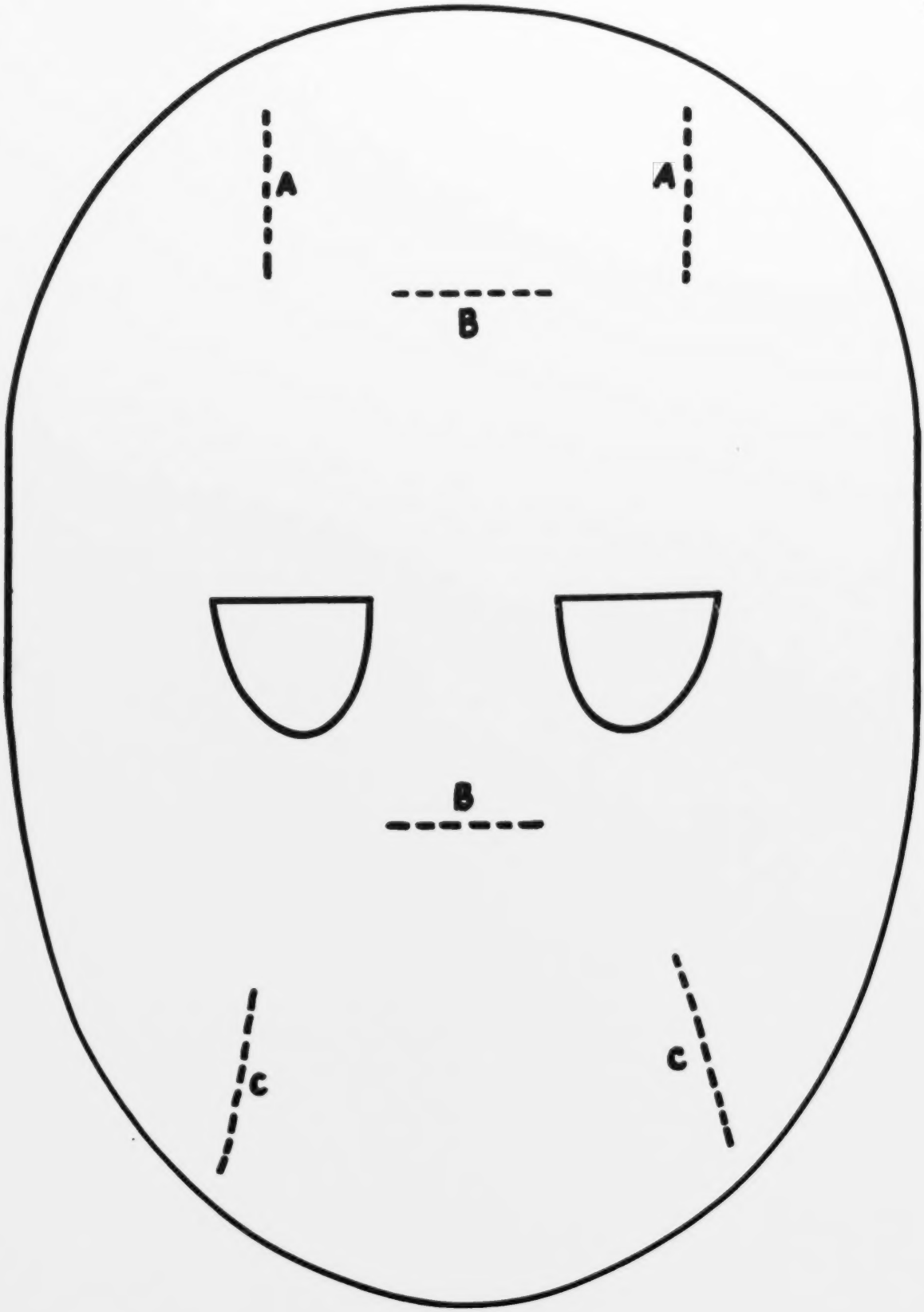
2. Provide each student with a cylinder and piece of muslin. After taping the muslin firmly over one end of the cylinder, paint the cloth surface with diluted white glue or Mod Podge to make a firm surface.

3. While waiting for the glue or Mod Podge to dry, provide students with a piece of construction paper which will cover the cylinder of the drum. Have them decorate it with crayon or cut colored construction paper designs. Wrap it around the cylinder and tape or glue it in place.

4. Use the drum to provide rhythm experiences within the classroom. Encourage students to invent rhythms to express various emotions. If possible, use the drums to accompany the folk tale experience described earlier in this sequence.

FOLK TALE CHARACTERS

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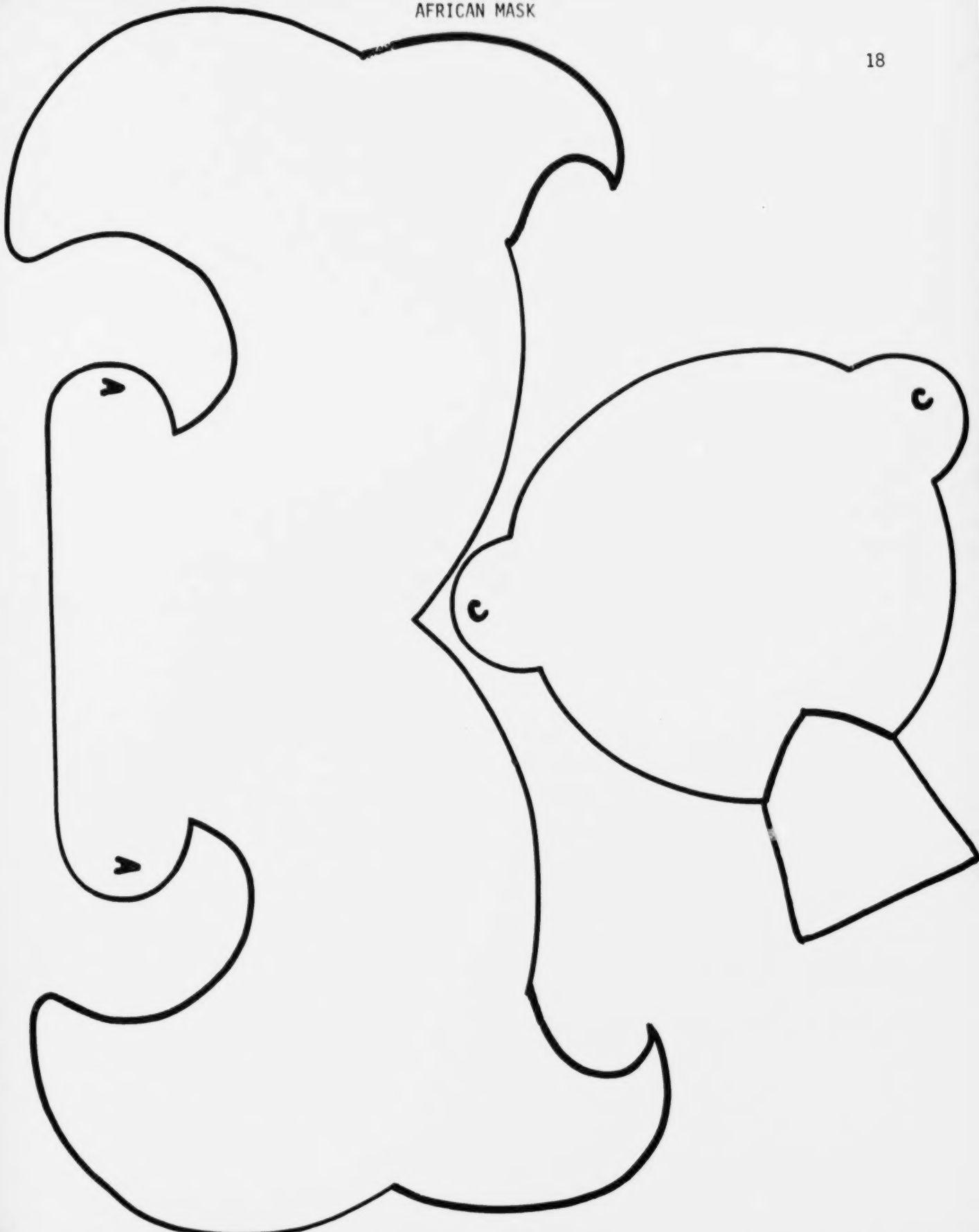
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C
C

LESSON 5: AFRICA'S COUNTRIES

Objectives:

1. Students will understand that Africa is composed of many different countries.

2. Students will identify various countries in Africa.

Materials:

Classroom map of the world

Classroom map of Africa

Encyclopedias

Reference books on African countries

Student copies of passport booklets

Multiple copies of Country Summary sheets

Procedure:

1. Introduce the lesson by looking at a world map and reviewing the fact that Africa is a continent made up of many different countries. Review the distinctions between a continent and a country.

2. Explain to students that they will have the opportunity to go on an African "safari." They will "travel" to Africa, dock at a port on one of the bodies of water surrounding Africa, travel through several countries, and depart Africa from a different port.

3. Distribute copies of the Passport Booklet for each student. (Because each student's itinerary will be different, the country summary sheets should not be put into their booklets after each has been completed.) Have students fill out the personal information sheet.

4. Review the following travel guidelines before having students begin their "journeys:"

   a. They will enter Africa from a port on one of the major bodies of water surrounding Africa.

   b. They will enter the name of their first country on the "Visa" sheet and complete a country summary sheet using encyclopedias and other reference materials.

LESSON 5: AFRICA'S COUNTRIES (continued)

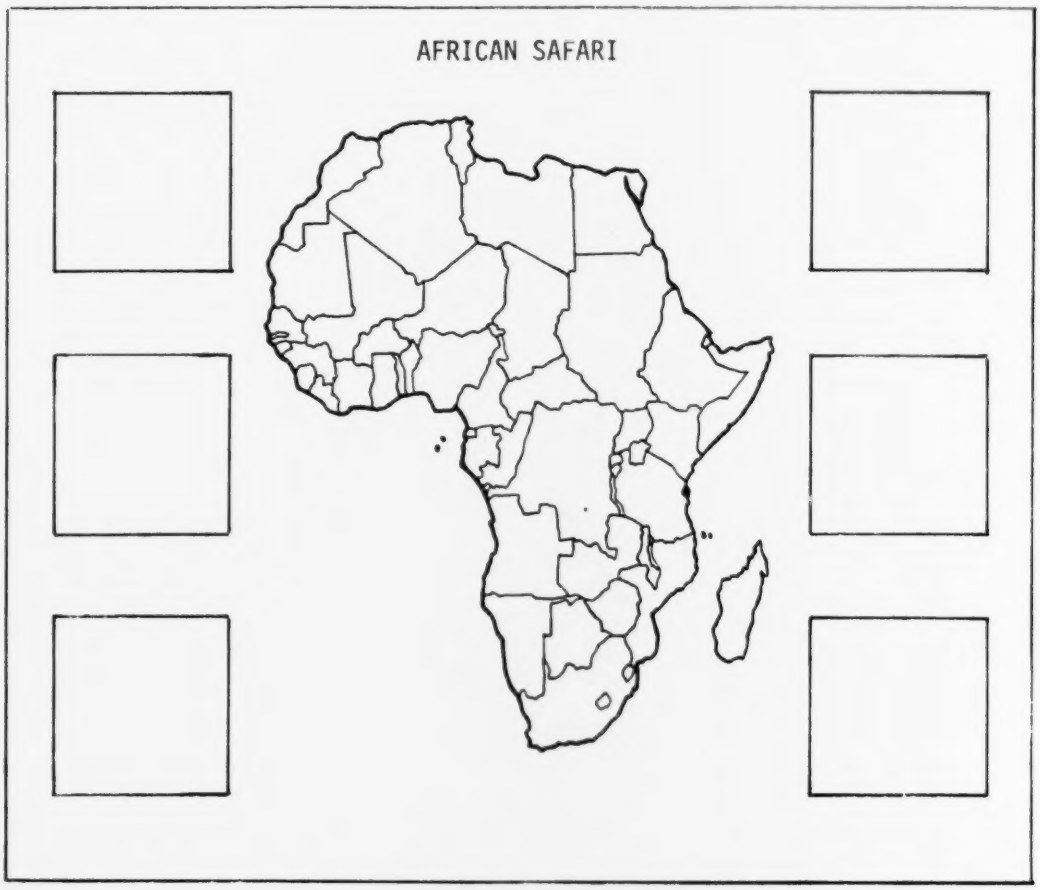
c. When the country summary sheet has been completed, they will "depart" this country by having the teacher sign their passport under Departures column.

d. They will travel to a bordering country and repeat the above steps.

e. The goal will be to reach a port of exit on a different body of water than the entry port.

5. A large classroom map of Africa should be available to assist students in planning their travel.

6. Conclude the lesson by displaying the passport books on a bulletin board. A large map of Africa could illustrate the travels of each student using yarn pieces.



PASSPORT

UNITED STATES OF AMERICA

NAME_____

NAME		22
SEX	BIRTHPLACE	
BIRTHDATE	ISSUE DATE	
(PHOTOGRAPH)	SIGNATURE OF BEARER	

V I S A S	
Entries	Departures

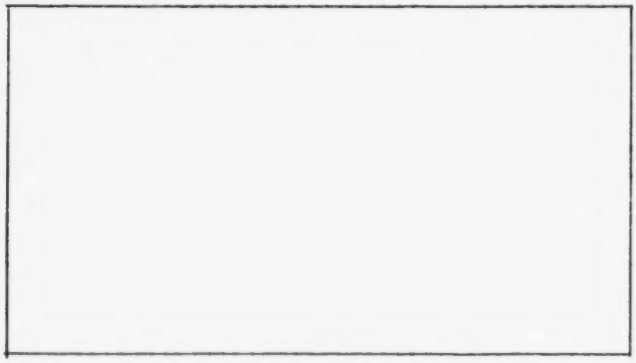
Name_____

COUNTRY SUMMARY

COUNTRY _____

CAPITAL _____

FLAG



POPULATION _____ LANGUAGE _____

MONEY _____

CHIEF PRODUCTS:

AGRICULTURE _____

_____

_____

MINING _____

_____

_____

MANUFACTURING _____

_____

_____

LESSON 6: SLAVERY TO FREEDOM

Objectives:

1. Students will understand that the ancestors of Black Americans originated in Africa and were brought to America as slaves.

2. Students will appreciate the struggles Black Americans have had to attain freedom and American citizenship.

Materials:

Classroom world map

Student copies of the Black History booklet

Procedure:

1. Introduce the lesson by briefly overviewing the history of Blacks in America using the following points and a world map.

   a. Blacks as a race originated in Africa.

   b. Black people were brought to America as slaves to work on farms and plantations located mostly in the southern states.

   c. Slaves did not have the rights of other people living in America. They could not go to school or own property. They had to work for a master who owned them.

   d. All Americans did not believe in slavery. A war was fought between southern and northern states which led to the freeing of slaves.

   e. Following the war, Blacks were free citizens but were not prepared to live independently and many remained poor and uneducated.

   f. Blacks today continue to work to attain all the rights, responsibilities, and privileges as American citizens.

2. After briefly discussing the history of Blacks in America, distribute copies of the Black History booklet. After discussing each page, allow time for students to illustrate their booklets.

3. Conclude the lesson by having students share their booklet illustrations with the class. These could be displayed on a Black History bulletin board where students could look at each other's work.

LESSON 6: SLAVERY TO FREEDOM (continued)

References:

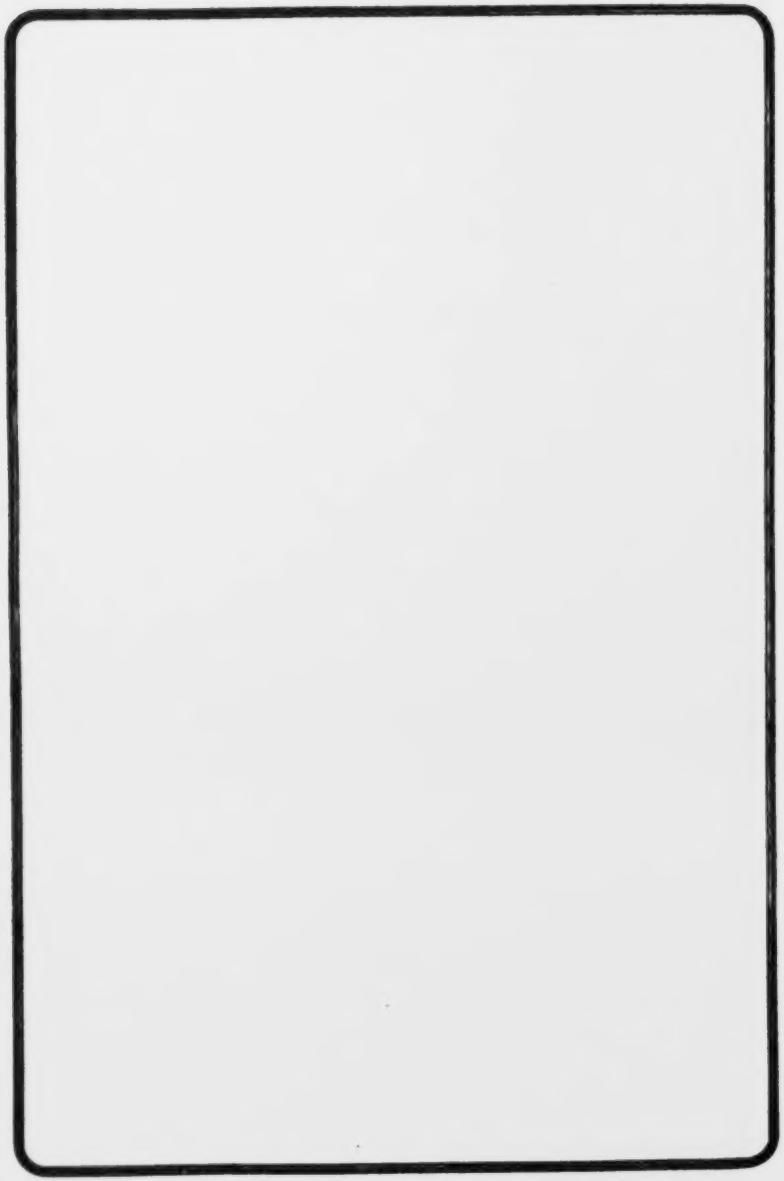
The Negro Almanac: A Reference Work on the Afro-American, 4th edition. Compiled and edited by Harry A. Ploski and James Williams. New York: John Wiley & Sons, 1983.

Smith, Dwight L. Afro-American History: A Bibliography. Santa Barbara, California: American Bibliographical Center, 1975.

BLACK HISTORY BOOKLET

NAME _____

2

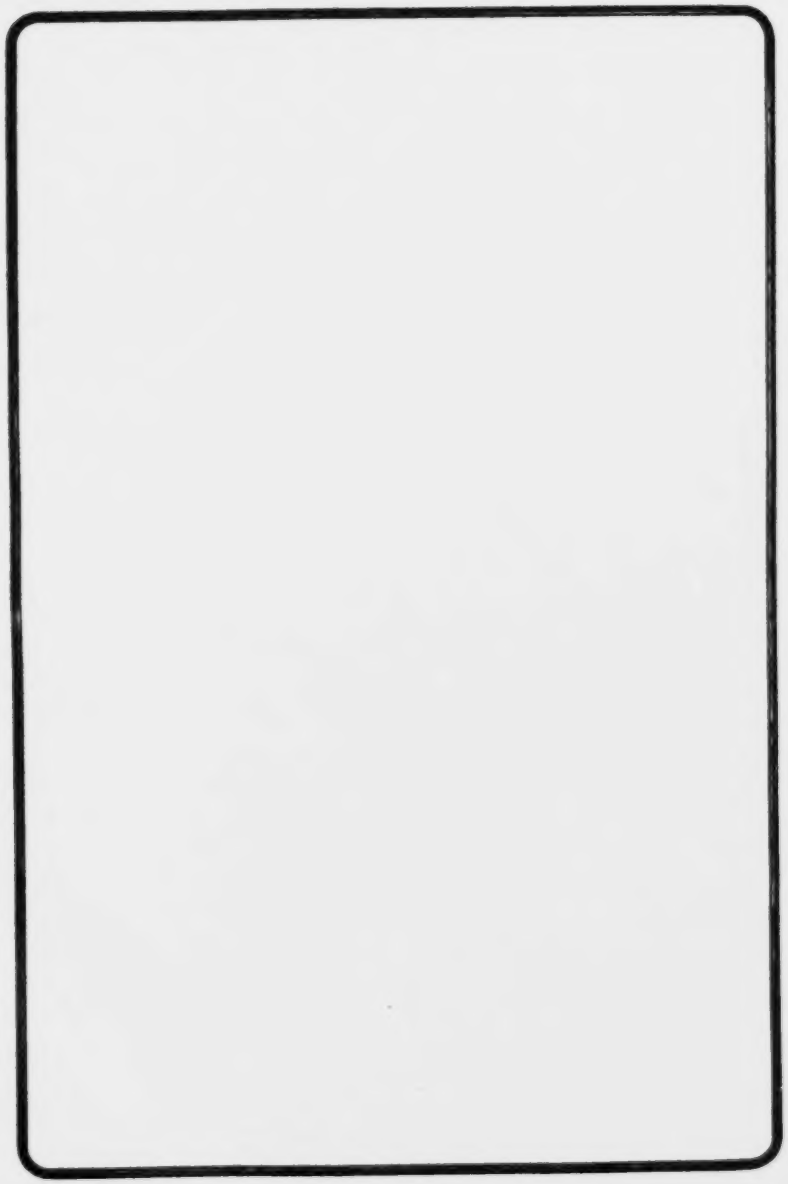


Slaves did not have the rights of other people living in America. They could not go to school or own property. They had to work for a master who owned them.

3

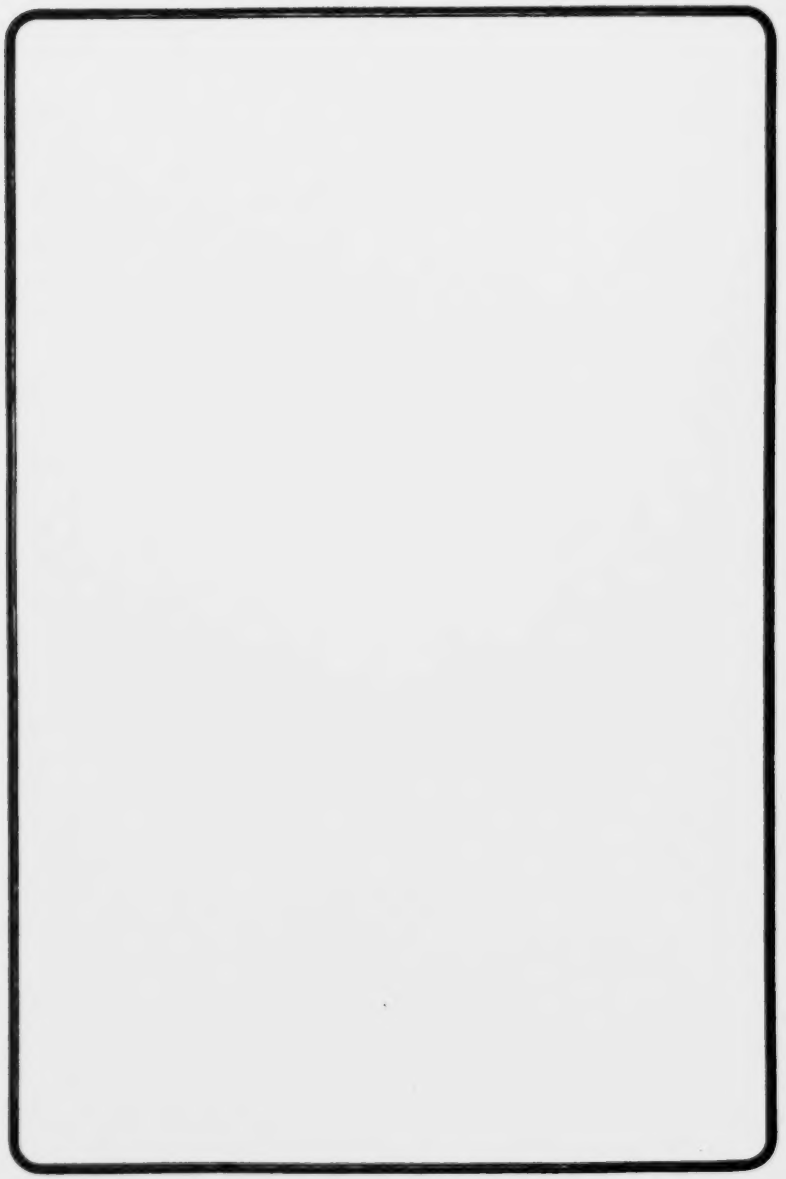
All Americans did not believe in slavery. A war was fought between southern and northern states which led to the freeing of the slaves.

4

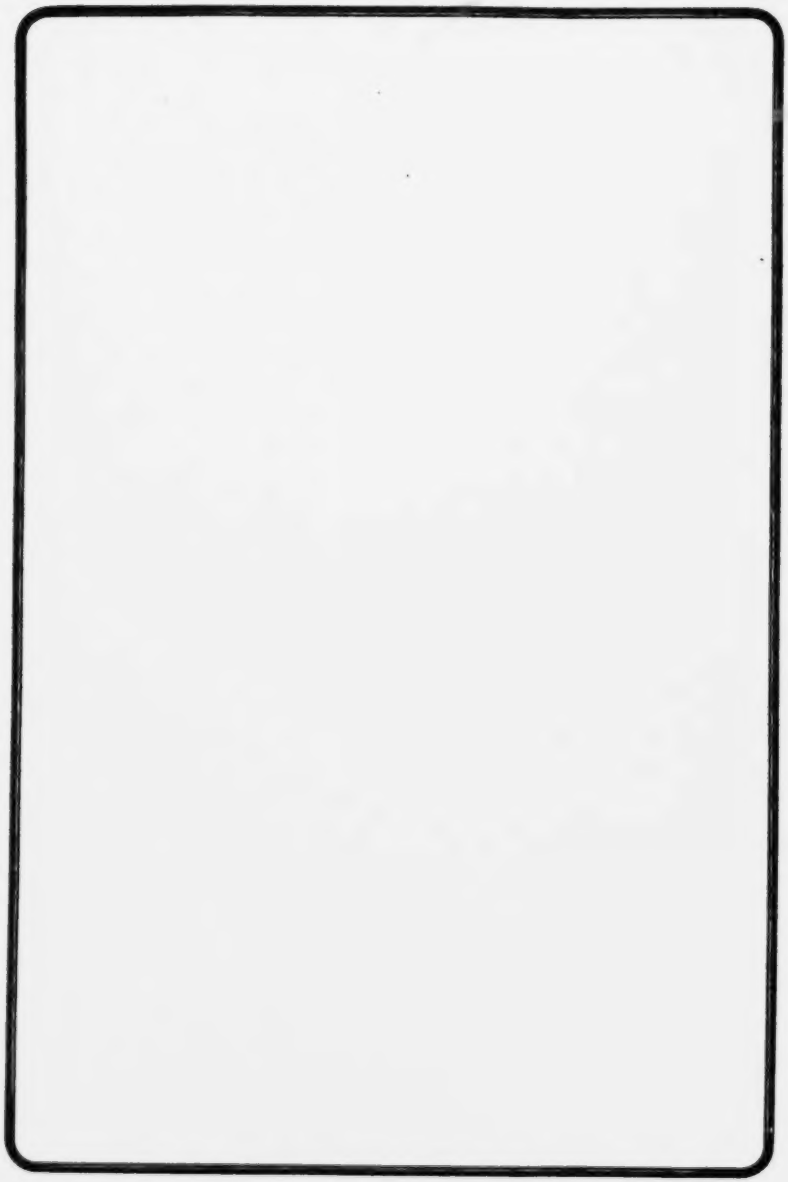


Following the war, Blacks were free citizens but were not prepared to live independently. Many Black people were poor and did not get a good education.

1



During the days of slavery Black people were brought to America from Africa. They worked on farms and plantations.



Blacks today continue to work to be treated fairly as American citizens.

LESSON 7: WHO'S WHO?

Objectives:

1. Students will recognize that many Black Americans have made significant historic contributions to American society.

2. Students will gain a greater awareness of Black Americans currently contributing to American society.

Materials:

Chart paper, marker

Laminated set of Who's Who cards

Hall of Fame bulletin board

Procedure:

1. Introduce the lesson by having students brainstorm a list of Black Americans whom they recognize as having become well known for their particular position, ability, or expertise. List names on the chalkboard or chart paper.

2. After the list has been generated, group the people on the list by the following categories:

   Politics
   The Arts (dance, music, fine arts, etc.)
   Science
   Human Rights
   Education
   Sports

3. Introduce the Who's Who cards by selecting one card and discussing it with the class. Explain that one card will be selected each day and the contributions of the particular person will be discussed. (See accompanying pages.)

4. Conclude the lesson by sharing the Hall of Fame bulletin board. Have students bring in pictures and articles about Black Americans who have made significant contributions to American society. This board should be up throughout the unit so students can continue to collect and display materials.

LESSON 7: WHO'S WHO (continued)

References:

Books:

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Smythe, Mabel M. (ed.) The Black American Reference Book. New Jersey: Prentice-Hall, Inc., 1976.

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Ebony, Jr. Johnson Publishing Company.

Records:

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"Poems for Young People," Paul Laurence Dunbar. (WC) SO-2003-4.

"The Reason I Like Chocolate and Other Children Poems," Nikki Giovanni. FC-7775.

EDUCATION

Mary McLeod Bethune (1875-1955)

Mary McLeod Bethune studied to become a missionary in Africa but later turned her interests to teaching. She served on the advisory committee of the National Youth Administration (NYA) and later served as Director of the Division of Negro Affairs set up by Franklin D. Roosevelt. This job involved her in the selection of deserving students, especially Blacks, to receive funds for graduate studies. Ms. Bethune began her own school, the Daytona Educational and Industrial School for Negro Girls, which later merged with Cookman Institute to form the Bethune-Cookman College. Her interest in education, integration in government, and children have won her notable recognition.

Enrichment:

1. Read a biography of Mary McLeod Bethune to the class.
2. Compare and contrast the lives of Harriet Tubman and Fanny Lou Hamer with Mary McLeod Bethune.

EDUCATION

Dr. Carter G. Woodson (1875-1950)

Carter G. Woodson is known as the "Father of Black History." He promoted the idea of recording the achievements of American Blacks. Through his efforts and those of others, the Association for the Study of Negro Life was organized in 1915. He also established the Journal of Negro History in 1916. In 1926 Negro History Week was introduced as an observance by Dr. Woodson. This observance has transformed into our present-day Black History Month, observed each year in February. Dr. Woodson's books on Afro-American history have served as references for research conducted by many contemporary historians.

Enrichment:

1. Assign students the task of planning classroom activities that commemorate the celebration of Black History Month.
2. Have students engage in ongoing research of historical Black Americans that can be incorporated into other curricular areas, such as mathematics, language arts, visual arts, etc.

OTHER NOTABLE BLACK SCHOLARS:

Lerone Bennett, Jr.
Daniel A. Payne
Charles Wesley
John Russwurm
Mary Patterson
Sadie T. M. Alexander
Marva N. Collins
Nannie Helen Burroughs
Lucy Laney

OTHER NOTABLE BLACK SCHOLARS:

Lerone Bennett, Jr.
Daniel A. Payne
Charles Wesley
John Russwurm
Mary Patterson
Sadie T. M. Alexander
Marva N. Collins
Nannie Helen Burroughs
Lucy Laney

EDUCATION

W. E. B. DuBois (1868-1963)

William Edward Burghardt DuBois was a scholar as well as a civil rights leader, author, editor, and critic. He was one of the founders of the National Association for the Advancement of Colored People (NAACP), an organization aimed at improving Black life through judicial, legislative, and educational means. DuBois served as director of publications for the NAACP and editor of Crisis Magazine. He also taught at the university level and wrote numerous books about Black experiences. He was considered one of the most intellectual and influential Black leaders of the 20th century.

Enrichment:

1. Invite a representative of the local NAACP to discuss the purpose and structure of the organization.

2. Research to discover the history of the NAACP.

HUMAN RIGHTS

Sojourner Truth (1797-1883)

Sojourner Truth was the adopted name is Isabella Baumfree, a Black woman who became a famous preacher, abolitionist, and lecturer. She felt her mission in life was to spread the truth across the country. Once a slave herself, she was the first Black woman to speak out against slavery. Although she was unable to read or write, her speeches were intelligent, eloquent, and sincere. Sojourner Truth lived up to her name and inscription on the banner she wore, "Proclaim liberty throughout the land unto all the inhabitants thereof" (Leviticus 25:10). These words, taken from the Bible, are also written on our nation's liberty bell.

Enrichment:

1. Generate discussion around the word "truth" and have students share their ideas about the "truths" Sojourner may have shared.

2. Read an illustrated biography of Sojourner Truth's life.

OTHER NOTABLE BLACK SCHOLARS:

Lerone Bennett, Jr.
Daniel A. Payne
Charles Wesley
John Russwurm
Mary Patterson
Sadie T. M. Alexander
Marva N. Collins
Nannie Helen Burroughs
Lucy Laney

OTHER NOTABLE HUMAN RIGHTS ACTIVISTS:

Rosa Parks
Coretta Scott King
Vernon E. Jordan, Jr.
Marion Wright Edelman
Malcolm X
Thurgood Marshall
Julian Bond
Fannie Lou Hamer

HUMAN RIGHTS

Harriet Tubman (1826-1913)

Harriet Tubman was a former slave who gained her freedom by running away. Once free, she helped the slaves secretly leave the South. She made numerous trips from the North to the South using an Underground Railroad system of hidden way stations to transport slaves to free states. With the help of whites who also opposed slavery, she risked her life to make freedom a reality for Blacks at a time when slavery was accepted by many.

Enrichment:

Each day read and discuss part of the book Runaway Slave: The Story of Harriet Tubman by Ann McGovern, Four Winds, 1968.

HUMAN RIGHTS

Martin Luther King, Jr. (1929-1968)

Dr. Martin Luther King, Jr. became a prominent leader during the civil rights movement, 1957-1968. He believed in equality for everyone and non-violently fought to gain civil rights by using boycotts, sit-ins, and marches to protest unfair treatment of Blacks and the poor. Dr. King won the Nobel Peace Prize in 1964. Four years later he was assassinated on April 4, 1968. His birthday, January 15, has been designated as a national holiday.

Enrichment:

1. Discuss the following terms: non-violent, boycotts, sit-ins, protest, equality, civil rights

2. Have students research to find out why we celebrate January 15, Martin Luther King's birthday. Plan a classroom observance.

3. Have students identify some of Dr. King's memorable quotes ("We shall overcome," "I have a dream . . .")

OTHER NOTABLE HUMAN RIGHTS ACTIVISTS:

Rosa Parks
Coretta Scott King
Vernon E. Jordan, Jr.
Marion Wright Edelman
Malcolm X
Thurgood Marshall
Juian Bond
Fannie Lou Hamer

OTHER NOTABLE HUMAN RIGHTS ACTIVISTS:

Rosa Parks
Coretta Scott King
Vernon E. Jordan, Jr.
Marion Wright Edelman
Malcolm X
Thurgood Marshall
Julian Bond
Fannie Lou Hamer

Jesse Owens (1913-1980)

Jesse Owens was an outstanding track and field star. He was an excellent sprinter, hurdler, and broad jumper. In 1936 he won four Olympic gold medals in track and field.

Enrichment:

1. Organize school Olympics in which students participate in track and field events appropriate for their age level.

2. Read a short biography of Jesse Owens to the class.

Wilma Rudolph (1940-)

Wilma Rudolph is the only American woman runner to ever win three gold medals in the Olympic Games. In 1960 she became known as the "World's Fastest Woman" in 100-meter, 200-meter, and 400-meter relays.

Enrichment:

Invite a woman runner to class to discuss her initial motivation and training for track and field events.

OTHER NOTABLE ATHLETES:

Althea Gibson
Satchel Paige
Jack Johnson
Muhammed Ali
O. J. Simpson
Arthur Ashe
Harlem Globetrotters
Hank Aaron
Sugar Ray Leonard

OTHER NOTABLE ATHLETES:

Althea Gibson
Satchel Paige
Jack Johnson
Muhammed Ali
O. J. Simpson
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Harlem Globetrotters
Hank Aaron
Sugar Ray Leonard

THE ARTS

Paul Laurence Dunbar (1872-1906)

Paul Laurence Dunbar was born in Dayton, Ohio. He was the first Black poet to use Black dialect poems. Dunbar was the author of several books of poetry, four novels, and four volumes of short stories. Several of his books of poetry are: Majors and Minors (1895), Lyrics of Lowly Life (1896), Lyrics of Sunshine and Shadow (1905, and Complete Poems (1913).

Enrichment:

1. Select poems by Dunbar to share with the class.
2. If possible, locate a recording of Dunbar's dialect poems to play for the class.

SPORTS

Jackie Robinson (1919-1972)

Jackie Robinson played baseball in the all-Black Negro Leagues before he became the first Black player to join major league baseball. He signed with the Brooklyn Dodgers on April 10, 1947. Jackie Robinson had an outstanding career as hitter, fielder, and base stealer.

Enrichment:

1. Read a biography of Jackie Robinson to the class.
2. Research to find names of other Black baseball players. Have students bring baseball cards with pictures of Black baseball players.
3. Research to identify other Black "firsts" in the sports world.

OTHER NOTABLE ARTISTS:

Ira Aldridge
Duke Ellington
Stevie Wonder
James Van Der Zee
Gwendolyn Brooks
Ethel Waters
Bill (Bojangles) Robinson
Edmania Lewis
Alex Haley

OTHER NOTABLE ATHLETES:

Althea Gibson
Satchel Paige
Jack Johnson
Muhammed Ali
O. J. Simpson
Arthur Ashe
Harlem Globetrotters
Hank Aaron
Sugar Ray Leonard

THE ARTS

Simon Estes (1938-)

Simon Estes is a native of Centerville, Iowa. He is the grandson of a former slave who has become the world's foremost bass-baritone singer of opera. Mr. Estes made his debut at the Metropolitan Opera in 1982 and has appeared in many major opera houses of the world.

Enrichment:

1. Have students locate Centerville, Iowa, on a map of Iowa and research information about Simon Estes and his home town.

2. If possible, play a recording of Simon Estes or select an opera recording for students to listen to.

THE ARTS

Sidney Poitier (1927-)

Sidney Poitier performed in off-Broadway productions and in several movies. In 1965 he starred in the movie Lilies of the Field and became the first Black male to win an Oscar for "best actor of the year." Several other films to his credit are: Blackboard Jungle, The Defiant Ones, To Sir, With Love, and In the Heat of the Night. He also is well known for his performance in the play Raisin in the Sun.

Enrichment:

1. Encourage students to bring in pictures, news articles, or their own research reports on various Black actors and actresses to be included in a class scrapbook.

2. Invite a local performer to class to share his/her experiences and expertise.

3. Assist students in writing and performing their own play. If possible, have students videotape their production and share with another class.

OTHER NOTABLE ARTISTS:

Ira Aldridge
Duke Ellington
Stevie Wonder
James Van Der Zee
Gweldolyn Brooks
Ethel Waters
Bill (Bojangles) Robinson
Edmania Lewis
Alex Haley

OTHER NOTABLE ARTISTS:

Ira Aldridge
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James Van Der Zee
Gweldolyn Brooks
Ethel Waters
Bill (Bojangles) Robinson
Edmania Lewis
Alex Haley

SCIENCE

Garrett A. Morgan (1875-1963)

Garrett A. Morgan was an inventor devoted to public safety. He developed a gas inhalator that enabled people to breathe in situations where smoke, dust, gases, or debris penetrated the air in large quantities. In 1923 he developed an invention that was the predecessor of our current traffic light--the automatic stop sign. He later sold his rights for this invention to General Electric.

Enrichment:

1. Have students do further research on the history of our present-day traffic regulators and creatively share their findings with the class.
2. Play the game "Red Light, Green Light."
3. Invite a speaker from the city's Sign & Traffic Department to discuss details about traffic lights and stop signs.
4. Visit a fire station or invite a fire fighter to class to discuss and demonstrate the type of equipment used to protect fire fighters from smoke and gas inhalation.

SCIENCE

Major Guion (Guy) S. Bluford, Jr. (1942-)

Air Force Lt. Col. Guion Bluford, Jr. was the first United States Black astronaut to orbit the earth in the space shuttle Challenger in August 1983. He received his training at the NASA Lyndon B. Johnson Space Center in Houston. Lt. Col. Bluford was mission specialist on the shuttle. He assisted in the shuttle's takeoff and landing, helped deploy the communications satellite, and conducted experiments with human and animal cells. He recently received a promotion to colonel and is to be part of an eight-person crew scheduled for 1985.

Enrichment:

1. Invite a guest speaker knowledgeable about rocketry to discuss and demonstrate model rockets.
2. Research and discuss science experiments conducted on the space shuttle Challenger. Have students design experiments to be conducted in space.
3. For additional free materials about astronauts in space, write NASA.

OTHER NOTABLE LEADERS OF SCIENCE AND INDUSTRY:

Elijah McCoy
Jan Matzeliger
Benjamin Banneker
Matthew A. Henson
Lewis H. Latimer
Dr. Percy Julian
Dr. Charles Drew
Dr. Shirley Ann Jackson
Ernest E. Just

OTHER NOTABLE LEADERS OF SCIENCE AND INDUSTRY:

Elijah McCoy
Jan Matzeliger
Benjamin Banneker
Matthew A. Henson
Lewis H. Latimer
Dr. Percy Julian
Dr. Charles Drew
Dr. Shirley Ann Jackson
Ernest E. Just

POLITICS

Jesse Jackson (1941-)

Jesse Jackson is president of the People United to Save Humanity (PUSH), also known as Operation PUSH, an organization that addresses economic issues concerning Blacks through research, education, and demonstrative actions for change. Jackson later developed the PUSH-EXCEL program designed to encourage young children to strive for excellence in education. He was actively involved in the civil rights movement with Dr. Martin Luther King, Jr. in the early 1960s. He became national director of Operation Breadbasket in 1967. This program, started by Dr. King, focused on racist hiring and promotion policies in city businesses. In 1983 he launched his presidential campaign for the Democratic Party nomination.

Enrichment:

Create a timeline of Jesse Jackson's life, highlighting significant political events.

SCIENCE

Dr. George Washington Carver (1864-1943)

George Washington Carver was an agricultural scientist. He attended Iowa State University at Ames, Iowa, when it was known as the Iowa Agricultural College. His research with soil, soybeans, peanuts, and sweet potatoes had a great impact on the prosperity of Southern economy. Dr. Carver later joined the faculty of Tuskegee Institute and continued to use his scientific knowledge to improve the land and to develop food and other agricultural by-products. Such products as bleach, paper, ink, shaving cream, and synthetic rubber were made from peanuts. Flour, breakfast food, and milk were developed from the soybean, and many other products were discovered using the sweet potato. Many of Dr. Carver's other discoveries were never patented.

Encirchment:

1. Have students make peanut butter in a blender and eat it on crackers.
2. Provide materials for students to plant soybeans and chart their growth.
3. Set up a display table of soybean and peanut products which students bring from home.

OTHER NOTABLE BLACK POLITICIANS:

Richard Allen
Julian Bond
Ralph J. Bunche
Patricia Roberts Harris
Barbara Jordan
Robert Smalls
Adam Clayton Powell, Jr.
Yvonne Braithwaite Burke
Jewel Lafontant

OTHER NOTABLE LEADERS OF SCIENCE AND INDUSTRY:

Elijah McCoy
Jan Matzeliger
Benjamin Banneker
Matthew A. Henson
Lewis H. Latimer
Dr. Percy Julian
Dr. Charles Drew
Dr. Shirley Ann Jackson
Ernest E. Just

POLITICS

Shirley Chisholm (1926-)

In 1969 Shirley Chisholm was the first Black woman elected to the House of Representatives. She served as representative for the twelfth district of New York and was a member of the House Rules Committee and secretary of the House Democratic Caucus. In 1972 Representative Chisholm became a candidate for the Democratic Presidential nomination but was unable to gain enough delegate votes at the Miami Convention. She retired from her political career February 11, 1982.

Enrichment:

1. Identify and list other Black persons in Congress and the states they represent.

2. Interview a local female politician to discuss the difficulties of women, and particularly Black women, in public life.

POLITICS

Andrew Young (1932-)

In 1972 Andrew Young became the first Black representative elected from Georgia since 1870. In 1976 he was appointed as the United States ambassador to the United Nations by President Jimmy Carter. He served in this capacity until his resignation in 1981. Before his appointment as ambassador, he was an ordained minister in the United Church of Christ. He became actively involved in the civil rights movement with Dr. Martin Luther King, Jr., and served as executive vice-president of the Southern Christian Leadership Conference (SCLC) in 1967. Andrew Young is presently serving as mayor of Atlanta, Georgia.

Enrichment:

Research information concerning the role and responsibilities of a mayor.

OTHER NOTABLE BLACK POLITICIANS:

Richard Allen
Julian Bond
Ralph J. Bunche
Patricia Roberts Harris
Barbara Jordan
Robert Smalls
Adam Clayton Powell, Jr.
Yvonne Braithwaite Burke
Jewel LaFontant

OTHER NOTABLE BLACK POLITICIANS:

Richard Allen
Julian Bond
Ralph J. Bunche
Patricia Roberts Harris
Barbara Jordan
Robert Smalls
Adam Clayton Powell, Jr.
Yvonne Braithwaite Burke
Jewel Lafontant

LESSON 8: SOUL FOOD

Objective:

Students will develop an understanding and appreciation for the culinary tradition of Afro-Americans.

Materials:

Uncooked samples of: grits
collard, mustard, or turnip greens
sweet potatoes
black-eyed peas
ham hocks

Student copies of recipe cards

Necessary cooking utensils

Recipe ingredients (see recipe cards)

Procedure:

1. Explain to students that the term "soul food" was a term that became popular in the early 1960s and was used to describe the food prepared in the Black tradition of cooking. Soul food was basically the food of southern Blacks and the poor. Its history began in Black kitchens on southern plantations.

2. African cooks had to learn to use the food common to their new homes on the plantations in the south. Often these foods were leftovers or unwanted portions of butchered meats which, when pampered with imagination, were transformed into pleasant meals, nourishing both body and soul.

   The main ingredients of the many dishes creatively seasoned by Black cooks included such foods as:

   black-eyed peas and rice
   sweet potatoes
   greens (turnip, mustard, collard, dandelion, kale, Swiss chard, spinach, kohlrabi)
   pork (all parts from head to tail)
   chicken
   red beans
   okra
   grits
   cornbread
   catfish

   Over the years soul food has remained a culinary tradition passed on to each generation, but it is <u>not</u> the only type of food prepared or eaten by Black Americans. Pizzas, hot dogs, ice cream, and other "American" foods are enjoyed as well.

3. Circulate uncooked samples of food and discuss the food group each belongs to and how it is grown and prepared.

LESSON 8: SOUL FOOD (continued)

4. Read through directions for each recipe with the class and discuss specific job assignments.

5. Divide the class into small groups and direct them to stations where necessary cooking utensils, ingredients, and recipe directions are located. Instruct students to carefully follow directions when preparing food.

6. As jobs are completed (and while food is cooking), have students cut out recipe cards and make a soul food recipe book.

7. Allow time for students to enjoy a tasting party.

References:

Bailey, Pearl. Pearl's Kitchen: An Extraordinary Cookbook. New York: Harcourt Brace Jovanovich, 1973.

Darden, Carol and Norma Jean. Spoonbread and Strawberry Wine. New York: Fawcett Crest, 1978.

DeKnight, Freda. The Ebony Cookbook. New York: Pyramid Publications, 1970.

Walter, Eugene. American Cooking: Southern Style. New York: Time-Life Books, 1971.

SOUL FOOD
RECIPE BOOK

NAME _____

GREENS (Collard)

Ingredients:

- 8 lbs. collard greens
- 2 ham hocks (bacon slices, a ham bone, neck bones, or salt port can be substituted)
- 2 qts. water
- 1-1½ tsp. baking soda (tenderizes and seasons greens)
- 1 tsp. crushed red pepper
  black pepper) to taste
  salt)

(Collard, mustard, or turnip greens can be cooked singly or mixed. Preparation of greens is basically the same in terms of cleaning and seasoning.)

Direction:

1. Boil ham hocks in 2 qts. of water until tender (about 1-1½ hours).
2. "Clean" or wash greens in water until rinse water is clear.
3. Discard tough stems and remove any damaged parts of leaves. Tear leaves and add these to the boiling water along with seasoning.
4. Cover and cook rapidly for approximately 20 minutes.
5. Add 1 tsp. baking soda to greens, stir and cover.
6. Cook greens for 30 minutes more or until tender.

Pot likker: "Pot Likker" is the liquid in which greens have been cooked. It can be used as soup stock, eaten as soup, or served as a dunking stock with cornbread.

BLACK-EYED PEAS

Ingredients:

2 cups dried black-eyed peas
3-4 slices bacon or 1 ham hock (cooked)
enough water to cover peas
salt and pepper to taste
rice

Directions:

1. Soak peas overnight.
2. Bring water to boil and add seasoning and bacon.
3. Add 2 cups black-eyed peas.
4. Cook peas at medium heat until tender, but keep whole.
5. Follow directions on package for preparing rice.
6. Serve peas over rice or mix rice and peas together.

SWEET POTATO PIE

Ingredients:

1 unbaked 10-inch pie shell
4 medium-sized sweet potatoes
3 eggs
dash of salt
1½-2 cups sugar (sweeten to taste)
1 tsp. cinnamon
1 tsp. allspice
¼ tsp. nutmeg
1 cup cream or milk

Directions:

1. Peel and boil sweet potatoes until tender.
2. Preheat oven to 350°.
3. Mash potatoes, and add cream or milk and blend.
4. Add sugar, salt, eggs, allspice, nutmeg, and cinnamon. (Add additional seasoning to taste.)
5. Pour mixture into pie shell and bake for 1 hour or until pie filling is firm.

LESSON 9: BLACK AMERICAN FOLK HERO: JOHN HENRY

Objectives:

1. Students will demonstrate their understanding of story content through discussion and dramatization.

2. Students will develop literary appreciation of Black American folklore.

Materials:

Story of John Henry (see references on next page)

Optional: sledge hammer
spike
railroad ties
railroad memorabilia

U.S. map

Procedure:

1. Select a story version of John Henry to read to student.

2. Emphasize the fact that this story is a legend or folktale. The main character is a Black American folk hero.

3. Have students define the word "hero" and discuss qualities or characteristics attributed to heroes. If time, allow students to share examples or experiences they may have had with heroes.

4. Focus discussion of story content with students around such points as:

   a. What qualities of a hero did John Henry have?
   b. How did John Henry feel about himself? his job? his ability?
   c. How is John Henry like other heroes? different than other heroes? (a comparison of John Henry to other known heroes)
   d. Identify events in the story that could be true. Tell why you think Captain Tommy Watters was so confident in John Henry.

5. Allow opportunity for students to participate in one or more of the following enrichment activities related to the story.

   - Develop flannelboard characters and scenery to use in dramatization of the story.
   - Sing folk song "Down by the Station."
   - Have students act out the story.
   - Have students make puppets of story characters and put on a puppet show for another class.
   - Take a field trip to a local railroad station and tour the facilities. Focus students' attention on equipment used by John Henry.
   - Involve students in a study of the early railroad system.

LESSON 9: BLACK AMERICAN FOLK HERO: JOHN HENRY (continued)

- Learn actions to the folk song "Johnny's Hammer." (See "Peter's Hammer" in Glazer's songbook listed in references.
- Read the story Jasper and the Hero Business by Betty Horvath and compare similarities and differences of main characters and events in both stories.

6. Select other books about Black heroes and Black experiences to read to the class or include in the classroom book corner. Be sure to include books by Black authors in your selection.

7. Emphasize the fact that John Henry is a fictitious hero, but that throughout history there have been real Black American heroes in the fields of education, religion, sports, music, human rights, literature, science, and government. These Black American heroes have helped improve life in America in some way. (See Lesson 7 for names of other Black American heroes.)

References:

Glazer, Tom. Eye Winker, Tom Tinker, Chin Chopper: Fifty Musical Fingerplays. New York: Doubleday & Company, Inc., 1973.

Keats, Ezra Jack. John Henry: An American Legend. New York: Pantheon Books Division, Random House, Inc., 1965.

Latimer, Bettye I., Editor. Starting Out Right: Choosing Books About Black People for Young Children. Wisconsin Department of Public Instruction, 1972.

Shockley, Ann A., and Susan P. Chandler, Editors. Living Black American Authors. New York: R. R. Bowker, 1973.

Stein, R. Conrad. Steel Driving Man: The Legend of John Henry. Chicago: Children's Press, 1969.

Stoutenburg, Adrien. American Tall Tales. New York: The Viking Press, 1966.

Black authors and illustrators listed in Junior Book of Authors and Illustrators:

Gwendolyn Brooks	Nikki Giovanni	Sharon Bell Mathis
Petronella Breinburg	Shirley Graham	Walter Dean Myers
Ashley Bryan	Eloise Greenfield	Ann Petry
Jeanette Caines	Rosa Guy	Reynold Ruffins
Lucille Clifton	Virginia Hamilton	John Steptoe
Donald Crews	Langston Hughes	Mildred Taylor
Ernest Crichlow	James Weldon Johnson	Dawn Thomas
Countee Cullen	June Jordan	Ianthe Thomas
Leo Dillon	Jacob Lawrence	Brenda Wilkinson
Muriel Feelings	Julius Lester	Camille Yarbrough
Tom Feelings		

LESSON 10: GAMES AND SONGS

Objectives:

1. Students will become familiar with various Afro-American games and play songs.

2. Students will create their own game or add original verses to play songs.

Materials

Jump ropes

Procedure:

1. Historically, Afro-American games and play songs developed as a result of creative invention and adaptation coupled with a heritage of rhythm.

2. Introduce the songs "Little Sally Walker" and "Head and Shoulders." Encourage the students to create additional words and movements to these songs.

3. Have students share jump rope jingles they know. Teach them how to play Double Dutch.

References:

Books:

Delmar, Gloria T. Children's Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and Other Rhythms. North Carolina: McFarland & Company, Inc., 1983.

Fulton, Eleanor, and Pat Smith. Let's Slice the Ice: A Collection of Black Children's Ring Games and Chants. St. Louis: Magnamusic-Baton, 1978.

Jones, Bessie, and Bess Lomax Hawes. Step It Down: Games, Plays, Songs, and Stories from the Afro-American Heritage. New York: Harper & Row, 1972.

Langstaff, John and Carol. Shimmy Shimmy Coke-Ca-Pop! New York: Doubleday & Company, Inc., 1973.

Mitchell, Cynthia. Halloweena Hecatee and Other Rhymes to Skip to. New York: Thomas Y. Crowell, 1978.

LESSON 10: GAMES AND SONGS (continued)

Records:

Afro-American Blues & Game Songs. Alan Lomax, Ed. Library of Congress recording, AAFS14.

Afro-American Tales & Games. FW-77865.

Ella Jenkins Series. Ella Jenkins is a Black folk artist whose work includes music selections of various cultures in America and around the world. Several of her albums are included in the following listing.

You'll Sing a Song and I'll Sing a Song. FW-7664.
Jambo. FW-7661.
Little Johnny Brown. FW-7631.
Songs, Rhythms, and Chants for the Dance. FW-7000.
This-A-Way, That-A-Way. FW-7546.

One Two Three and a Zing Zing Zing: Games and Songs of the Children of New York City. Tony Schwartz, Ed. Folkways FC7003.

LITTLE SALLY WALKER
(8 or more players)

This game was originally a European game called "Little Sally Water," and was played by British and American children. There are several Black versions of this song, as well as actions. The following words and actions are those played by Janet McClain as a child in Chicago.

Directions:

Children hold hands and form a circle. One child is "Sally" and sits or squats in center of circle.

Actions	Words
Children in circle sing as they walk clockwise around Sally.	Little Sally Walker Sitting in a saucer
Sally covers eyes and acts as though she's crying.	
Sally rises and wipes her eyes.	Rise, Sally, rise Wipe your weepin' eyes.
Sally puts both hands on her hips and moves hips left and right.	And put your hands on your hips And let your backbone slip. Oh, shake it to the east, Sally Shake it to the west, Sally Shake it to the one that you love best.
Sally walks over to a child and exchanges places. This child becomes Sally* and play song is continued until everyone has had a turn.	

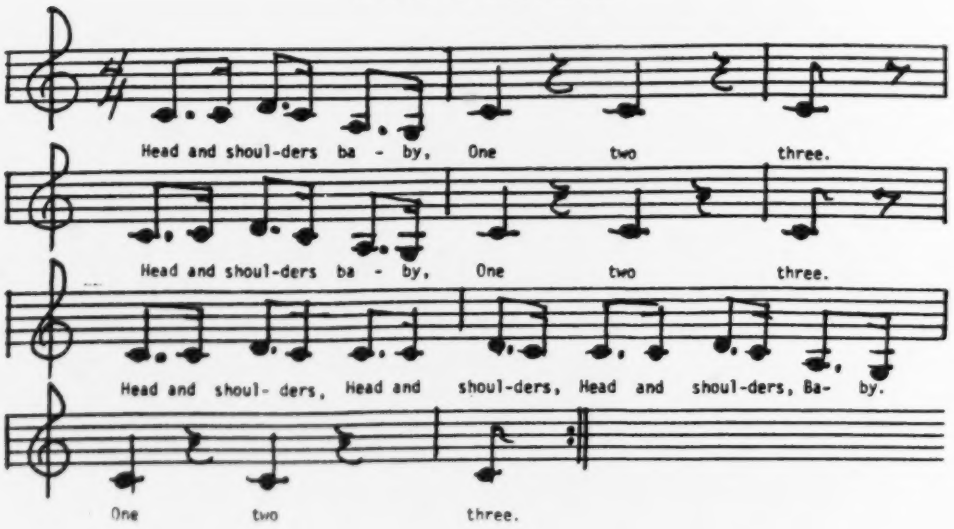
*Variation in selection of the next "Sally" involves having Sally close her eyes and turn around with one arm extended and index finger pointed. Children continue to hold hands and walk clockwise around Sally until the end of the song. On the word "best," everyone stops. Sally stops and opens her eyes. Whoever she points to exchanges places with her and becomes the next "Sally." Play continues until everyone has had a turn.

HEAD AND SHOULDERS
(2 or more players)

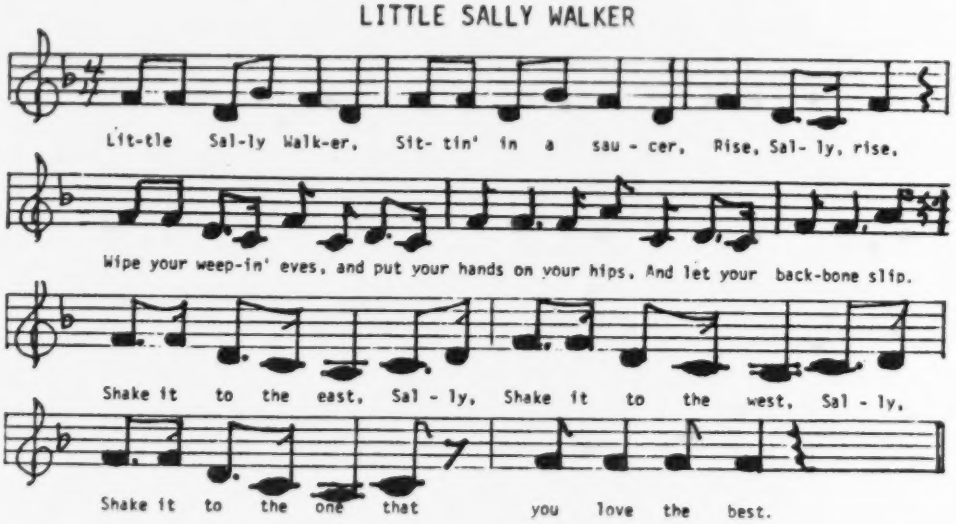
Hand jives or hand-clapping games are popular pastimes for many children. The following game can be done by partners facing each other, or by a group. The song or chant is sung by everyone as they clap and act out words.

Action	Words
Touch head, shoulder, head	Head and shoulders, baby
Clap your right hand to your partner's right hand	One
Clap your own hands	Two
Clap your left hand to your partner's left hand	Three
Repeat above actions with words sung	Head and shoulders, baby
	One
	Two
	Three
Touch head and shoulders	Head and shoulders
Repeat	Head and shoulders
Repeat	Head and shoulders, baby
Clap your right hand to your partner's right hand	One
Clap your own hands	Two
Clap your left hand to your partner's left hand	Three

Additional verses can be made to include other parts of the body to be touched, such as "waist and ankle," or "knee and toe." Actions, such as "climb the ladder," or "bounce the ball," can also be substituted.

HEAD AND SHOULDERS

Head and shoul-ders ba - by, One two three.
Head and shoul-ders ba - by, One two three.
Head and shoul- ders, Head and shoul-ders, Head and shoul-ders, Ba- by.
One two three.

LITTLE SALLY WALKER


Lit-tle Sal-ly Walk-er, Sit- tin' in a sau - cer, Rise, Sal- ly, rise,
Wipe your weep-in' eves, and put your hands on your hips, And let your back-bone slip.
Shake it to the east, Sal - ly, Shake it to the west, Sal - ly,
Shake it to the one that you love the best.

DOUBLE DUTCH
(4 or more players)

Jumping rope has been a childhood entertainment around the world, with numerous variations in how the rope is held, turned, or swung. The countless number of jump rope jingles varies also.

Double Dutch is a jump rope game that uses two long junp ropes or a clothesline cut in half. It is usually played on the sidewalk or playground. Jump rope jingles are sung as the children jump.

Directions:

1. Two children are needed to swing the two ropes, holding a rope end in each hand.

2. Both ropes are turned inward, alternately hitting the ground in a steady rhythm.

3. One child jumps into the middle of the ropes while they are being turned and continues to jump until she/he misses.

4. Upon missing, the child's turn is over and he/she exchanges places with one of the rope swingers.

5. Play continues until everyone has had opportunity to jump and turn the rope.